

Organizational Citizenship Behavior among Daycare Caregivers in Central Java: Implications for Professional Commitment and Future Educator Development

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Abstract. The increasing demand for daycare services and the complexity of early childhood education require caregivers not only to possess formal competencies but also to demonstrate positive organizational behavior that supports service quality and institutional effectiveness. In recent years, Indonesia has faced increasing cases of violence and neglect in daycare institutions, highlighting the importance of caregiver professionalism, organizational culture, and institutional support systems in ensuring children's safety and well-being. In daycare settings, caregivers play a strategic role in supporting children's early development and creating a safe learning environment. Therefore, understanding Organizational Citizenship Behavior (OCB) among daycare caregivers is important for strengthening professional commitment and preparing future educators. This study aimed to describe the OCB of daycare caregivers in Central Java Province, Indonesia. A descriptive quantitative approach was employed involving 333 daycare caregivers from several regions in Central Java. Data were collected using a researcher-developed questionnaire based on the Organizational Citizenship Behavior framework encompassing the dimensions of altruism, conscientiousness, sportsmanship, courtesy, civic virtue, peacekeeping, and cheerleading. The findings showed that daycare caregivers demonstrated a moderate level of OCB ($M = 2.55$; $SD = 0.25$). The results indicate that caregivers generally exhibit positive discretionary behaviors that support teamwork, organizational effectiveness, and service quality. These findings highlight the importance of strengthening organizational culture, professional development programs, and institutional support systems to improve daycare service quality and foster professional commitment among caregivers.

Keywords: organizational citizenship behavior, daycare caregivers, early childhood education, professional commitment, future educators

INTRODUCTION

The demand for daycare services in Indonesia has increased significantly due to the growing participation of women in the workforce and changing family structures. As a result, daycare institutions are no longer viewed solely as childcare facilities but also as educational environments that support children's cognitive, emotional, social, and behavioral development. Consequently, daycare centers are increasingly expected to provide holistic programs that integrate education, care, health, nutrition, and protection, in line with the nurturing care framework promoted by international organizations such as the World Health Organization (WHO) and UNICEF (Shumba et al., 2020). The growing expectations placed upon daycare institutions highlight the importance of ensuring high-quality services that support children's overall development and well-being.

Despite the increasing importance of daycare institutions, Indonesia has experienced several reported cases of violence, neglect, and inappropriate treatment of children within childcare

settings. Such incidents have generated public concern regarding caregiver professionalism, organizational culture, supervision systems, and institutional accountability. These issues suggest that technical competencies alone are insufficient to ensure high-quality childcare services. Beyond formal qualifications and caregiving skills, positive workplace behaviors that support collaboration, mutual assistance, emotional support, and organizational effectiveness are equally important for creating safe and nurturing environments for children.

One concept that explains these positive workplace behaviors is Organizational Citizenship Behavior (OCB). Organ (1988) defined OCB as discretionary behavior that is not formally rewarded but contributes to organizational effectiveness. OCB encompasses voluntary acts such as helping coworkers, facilitating teamwork, demonstrating altruism, and displaying conscientiousness beyond formal job duties. In daycare settings, these behaviors may be reflected through coordinated caregiving, shared problem-solving, proactive support for colleagues, and protective actions that

contribute to children's safety and developmental well-being (Pranawati et al., 2021). OCB remains a robust predictor of organizational effectiveness, influencing employee performance, workplace relationships, and service quality. Organ, Podsakoff, and MacKenzie (2006) further emphasized that OCB contributes to organizational effectiveness by improving coordination, strengthening teamwork, reducing interpersonal conflicts, and fostering supportive work environments.

These contributions are particularly important in service-oriented organizations where successful outcomes depend heavily on cooperation and interpersonal interactions. In educational contexts, OCB has been associated with school effectiveness, collaborative cultures, and positive organizational climates (DiPaola & Tschannen-Moran, 2001; Somech & Drach-Zahavy, 2000). Moreover, Vigoda-Gadot (2007) explained OCB through the perspective of Social Exchange Theory, proposing that employees who perceive organizational support, fairness, and positive treatment are more likely to reciprocate through extra-role behaviors that benefit the organization. Such behaviors strengthen organizational commitment, service quality, and professional engagement. In daycare institutions, OCB may therefore serve as an important indicator of caregiver professionalism, reflecting voluntary efforts to maintain harmonious relationships, support coworkers, and create safe and nurturing environments for children.

Previous studies conducted in schools, universities, and other educational organizations have consistently demonstrated the positive effects of OCB on employee performance, job satisfaction, organizational commitment, teamwork, and educational outcomes (Khan et al., 2021; Shaheen et al., 2016). Similarly, research in early childhood education settings has shown that caregivers who engage in OCB-related behaviors, such as supporting colleagues, voluntarily contributing to organizational activities, and fostering positive workplace climates, help promote higher quality care and more supportive developmental environments for children (Gnanarajan et al., 2020). These findings suggest that OCB is highly relevant in educational and childcare contexts where service quality depends on collaboration and interpersonal support.

Despite extensive research on OCB among teachers, lecturers, and employees in various organizational settings, empirical evidence regarding OCB among daycare caregivers remains limited, particularly in Indonesia. Furthermore, little is known about how discretionary organizational

behaviors are manifested within childcare settings that require intensive emotional labor, collaboration, and child-centered services. Therefore, this study aims to describe the level of Organizational Citizenship Behavior among daycare caregivers in Central Java Province and discuss its implications for professional commitment and future educator development.

METHODS

This study employed a descriptive quantitative research design to examine OCB among daycare caregivers in Central Java Province, Indonesia. The participants consisted of 333 daycare caregivers working in registered daycare institutions located in urban and semi-urban areas across Central Java Province. Participants were identified through Data Pokok Pendidikan (Dapodik) and selected using purposive sampling. The inclusion criteria required participants to be actively employed as daycare caregivers and directly involved in childcare services at the time of data collection. This approach ensured that the respondents possessed relevant experience and knowledge regarding organizational behaviors within daycare settings.

Data were collected using a researcher-developed OCB questionnaire. The instrument consisted of 30 items representing seven dimensions of OCB: (i) altruism, (ii) conscientiousness, (iii) sportsmanship, (iv) courtesy, (v) civic virtue, (vi) peacekeeping, and (vii) cheerleading. Responses were measured using a modified four-point Likert scale consisting of: 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree. The use of a four-point scale was intended to eliminate neutral responses and encourage participants to express a more definitive position regarding each statement.

The questionnaire was developed by the authors based on the theoretical framework of OCB, encompassing seven dimensions: altruism, conscientiousness, sportsmanship, courtesy, civic virtue, peacekeeping, and cheerleading. Prior to data collection, the instrument underwent content validation by experts in educational management and early childhood education to ensure the relevance and clarity of the items.

Subsequently, item validity was assessed using Pearson Product-Moment correlation, and all items demonstrated significant positive correlations with the total OCB score ($p < 0.05$), indicating satisfactory validity. Reliability testing yielded a Cronbach's Alpha coefficient of 0.665, suggesting acceptable internal consistency for descriptive

research purposes. Data were collected on March 2026 through an offline and online questionnaire distributed to daycare institutions in Central Java.

Data Analysis

Descriptive statistical analysis was conducted using SPSS software version 27. The analysis focused on mean scores, standard deviations, minimum values, and maximum values to describe the general level of OCB among daycare caregivers. To facilitate interpretation, OCB scores were categorized into three levels using an equal interval approach as described in Table 1. This categorization was employed to provide a practical interpretation of the OCB levels of caregivers.

Mean scores	Interpretation
1.00-2.00	Low
2.01-3.00	Moderate
3.01-4.00	High

RESULTS AND DISCUSSION

Descriptive Analysis of OCB among Daycare Caregivers

The descriptive statistical analysis provides an initial overview of the level of Organizational Citizenship Behavior (OCB) demonstrated by daycare caregivers participating in this study. As presented in Table 1, the OCB scores of 333 daycare caregivers showed a mean value of 2.55 with a standard deviation of 0.25. The observed scores ranged from a minimum of 1.83 to a maximum of 4.00. Based on the predefined score categorization used in this study, the mean score of 2.55 indicates that daycare caregivers generally demonstrated a moderate level of OCB. This finding suggests that caregivers have engaged in various voluntary and discretionary behaviors that extend beyond their formally prescribed job responsibilities, although such behaviors may not yet be consistently demonstrated at the highest possible level.

Variable	N	Mean	SD	Minimum	Maximum
OCB	333	2.55	0.25	1.83	4.00

The relatively low standard deviation of 0.25 indicates that the distribution of respondents' OCB scores was fairly homogeneous. In other words, most respondents tended to report relatively similar levels of organizational citizenship behavior. This result is noteworthy because daycare caregivers may work in

institutions with different organizational structures, management practices, staffing arrangements, and working conditions. Despite these possible differences, the relatively small variation in OCB scores suggests that caregivers may share comparable understandings of workplace cooperation, responsibility, and voluntary organizational contribution. Such consistency may also reflect the characteristics of childcare work itself, which places strong emphasis on teamwork, interpersonal coordination, emotional sensitivity, and mutual assistance.

The moderate level of OCB identified in this study indicates that daycare caregivers generally engage in behaviors that support organizational functioning beyond formal job requirements. OCB is particularly important because organizations cannot rely exclusively on formal job descriptions, rules, and procedures to achieve effective performance. Daily organizational activities often require employees to respond flexibly to situations that are not explicitly covered by formal duties. In daycare institutions, these situations may occur frequently because childcare involves dynamic interactions among caregivers, children, parents, and institutional managers. Caregivers may need to assist colleagues, respond to children's unexpected needs, exchange information, maintain a positive emotional climate, or undertake additional responsibilities during particularly demanding periods. These voluntary contributions may not always be formally rewarded, yet they can substantially influence the quality of organizational functioning.

This consideration makes OCB especially relevant in the context of daycare services. Unlike many organizational settings in which employees may work relatively independently, daycare services depend strongly on continuous coordination among caregivers. The safety, emotional security, learning experiences, and developmental support received by children are influenced not only by the individual competence of each caregiver but also by the quality of cooperation within the caregiver team. A caregiver who voluntarily assists a colleague, communicates important information, or contributes to problem-solving may indirectly improve the consistency and quality of care received by children. Consequently, OCB should not be viewed merely as an additional or optional employee behavior, but as a potentially important social resource within childcare organizations.

The moderate mean score also suggests that there remains considerable opportunity to strengthen OCB among daycare caregivers. Although caregivers appear willing to perform positive discretionary

behaviors, institutional conditions may not always encourage them to demonstrate these behaviors consistently. OCB is influenced by organizational and interpersonal factors such as leadership, perceived organizational support, job satisfaction, organizational commitment, fairness, interpersonal trust, and workplace climate. When employees perceive that their organizations provide adequate support and recognize their contributions, they may be more willing to engage in voluntary behaviors that benefit colleagues and the institution. Conversely, excessive workload, role ambiguity, inadequate staffing, interpersonal conflict, or limited organizational support may reduce employees' willingness or capacity to perform behaviors beyond their formal responsibilities.

This interpretation is particularly relevant to daycare caregiving because the occupation involves significant emotional and relational demands. Caregivers are required to provide continuous attention to children, manage emotional situations, communicate with parents, maintain safety procedures, and coordinate with other staff members. Under such conditions, voluntary helping behavior can become more difficult when employees experience fatigue or excessive workload. Therefore, the moderate level of OCB observed in this study may represent a balance between caregivers' willingness to contribute voluntarily and the practical constraints associated with demanding childcare responsibilities.

The seven-dimensional OCB framework used in this study offers a comprehensive perspective for understanding the contribution of discretionary behavior in daycare organizations. These dimensions include altruism, conscientiousness, courtesy, sportsmanship, civic virtue, peacekeeping, and cheerleading. Each dimension represents a distinct form of positive workplace behavior, but together they contribute to stronger interpersonal relations and more effective organizational functioning.

Altruism refers to voluntary behaviors aimed at helping colleagues who encounter work-related difficulties. In daycare environments, altruistic behavior may be particularly valuable because caregivers frequently depend on one another during routine activities and unexpected situations. A caregiver may assist a colleague in supervising children, preparing learning activities, managing transitions between activities, or completing responsibilities during particularly busy periods. Such support reduces the pressure experienced by individual caregivers and helps ensure that childcare services continue smoothly. When helping behavior

becomes part of the organizational culture, caregivers may feel that they are working as members of a supportive team rather than as isolated employees.

Conscientiousness reflects employees' willingness to perform their responsibilities carefully and consistently, often beyond minimum organizational requirements. For daycare caregivers, conscientiousness may be demonstrated through punctuality, adherence to safety procedures, careful preparation of activities, responsible supervision of children, and consistent attention to institutional rules. These behaviors are particularly significant because minor lapses in attention or responsibility can have important consequences in childcare environments. Therefore, caregivers who demonstrate high conscientiousness contribute not only to organizational efficiency but also to children's safety and well-being.

Courtesy represents proactive behavior aimed at preventing interpersonal problems and maintaining respectful relationships with coworkers. Within daycare organizations, courtesy may involve communicating schedule changes, informing colleagues about children's needs, sharing relevant information, and considering how one's decisions may affect other staff members. Effective communication is essential because childcare activities are highly interconnected. A lack of communication between caregivers may lead to misunderstandings, duplicated responsibilities, or gaps in supervision. Courtesy therefore serves as an important mechanism for maintaining coordination and reducing unnecessary interpersonal tensions.

Sportsmanship reflects employees' willingness to tolerate minor difficulties, inconveniences, or frustrations without excessive complaining. This dimension is relevant to daycare settings because caregiving may involve unpredictable workloads, changes in children's behavior, scheduling difficulties, and organizational limitations. Caregivers who demonstrate sportsmanship may respond to such challenges constructively and maintain positive working relationships despite occasional difficulties. This does not mean that employees should ignore serious organizational problems. Rather, sportsmanship reflects the capacity to handle routine frustrations without allowing them to disrupt teamwork or organizational functioning.

Civic virtue refers to active interest and participation in organizational affairs. Caregivers displaying civic virtue may contribute ideas during meetings, participate in institutional activities, provide suggestions for improving childcare

programs, or demonstrate concern for the future development of the daycare institution. Such involvement can strengthen organizational learning because caregivers possess direct knowledge of children's needs, daily operational challenges, and interactions with families. Institutions that encourage caregivers to participate in decision-making may benefit from practical insights that contribute to service improvement.

Peacekeeping represents voluntary efforts to prevent or resolve interpersonal conflicts. This dimension may be particularly important in childcare organizations because caregivers work closely with colleagues in emotionally demanding environments. Differences in communication styles, expectations, or approaches to childcare may occasionally generate disagreements. Employees who act as peacekeepers can contribute to maintaining constructive relationships by encouraging dialogue, reducing misunderstandings, and preventing minor disagreements from developing into broader conflicts. A cooperative workplace climate is particularly important because ongoing interpersonal tension may distract caregivers from their primary responsibility of providing safe and supportive care for children.

Cheerleading refers to behaviors that encourage, motivate, and recognize the contributions of colleagues. In daycare settings, caregivers who provide emotional encouragement or acknowledge coworkers' efforts may help create a more supportive and psychologically positive workplace. This dimension is particularly relevant because childcare work can be emotionally demanding. Positive feedback from colleagues may strengthen morale, reinforce cooperative behavior, and contribute to employees' sense of belonging within the organization. Consequently, cheerleading may indirectly support both employee well-being and service quality.

Collectively, these seven dimensions demonstrate that OCB is not limited to helping behaviors alone. Instead, it encompasses a wider range of discretionary actions that strengthen cooperation, interpersonal relationships, organizational participation, and workplace climate. In daycare settings, such behaviors may create an environment characterized by mutual trust, shared responsibility, and effective communication. These conditions are essential because childcare quality depends heavily on the social relationships and coordination established among caregivers.

The results of the present study are consistent with the broader OCB literature. Podsakoff et al. (2009), through their meta-analysis, demonstrated

that Organizational Citizenship Behavior generates positive consequences at both individual and organizational levels. OCB has been associated with improved individual performance, enhanced team effectiveness, greater organizational efficiency, and stronger service outcomes. These findings support the interpretation that discretionary behaviors among daycare caregivers may have implications extending beyond the individual employee.

In the daycare context, improved team effectiveness resulting from OCB may be reflected in smoother coordination of caregiving responsibilities, greater willingness to exchange information, and more effective responses to unexpected situations. Organizational efficiency may also increase when caregivers voluntarily support one another, thereby reducing delays, preventing misunderstandings, and minimizing the need for constant managerial intervention. Furthermore, because childcare is fundamentally a service-oriented activity, positive organizational behavior among caregivers may influence the experiences of both children and parents.

The findings are also aligned with Samad et al. (2024) and Ravina (2023), who highlighted the relevance of OCB dimensions such as altruism, conscientiousness, courtesy, and civic virtue for strengthening team effectiveness and social cohesion. These dimensions are particularly applicable to daycare teams because caregiving responsibilities require employees to coordinate continuously and respond collectively to children's needs. Altruism can be reflected in helping colleagues during peak periods; conscientiousness in consistently following safety and caregiving procedures; courtesy in communicating important information; and civic virtue in contributing ideas for institutional improvement. Together, these behaviors can strengthen both the functional and relational aspects of teamwork.

Social cohesion is particularly important in daycare organizations because caregivers operate in close interpersonal environments. Strong social cohesion may encourage employees to trust one another, seek assistance when necessary, and communicate more openly. Such conditions can facilitate rapid and coordinated responses to children's needs. Conversely, weak interpersonal relationships may create communication barriers and reduce employees' willingness to provide voluntary assistance. Therefore, promoting OCB may represent an important organizational strategy for strengthening collaboration among daycare caregivers.

The moderate level of OCB found in this study

also provides practical implications for daycare managers and institutional leaders. Management should recognize that OCB cannot simply be demanded through formal job descriptions because its defining characteristic is its voluntary nature. Organizations can instead create conditions that encourage employees to contribute voluntarily. Supportive leadership, fair treatment, recognition, opportunities for professional development, and open communication may strengthen caregivers' willingness to engage in citizenship behaviors. Leaders can also model OCB by demonstrating cooperation, helping employees, acknowledging contributions, and encouraging participation in organizational decision-making.

At the same time, institutions should avoid relying excessively on employees' discretionary efforts as substitutes for adequate staffing, fair workloads, or clear organizational systems. OCB is most beneficial when it complements formal organizational structures rather than compensates for persistent organizational deficiencies. If caregivers are continuously expected to perform duties beyond their formal responsibilities without sufficient organizational support, voluntary behavior may eventually contribute to fatigue or dissatisfaction. Therefore, efforts to promote OCB should be accompanied by appropriate working conditions and organizational support.

Overall, the descriptive findings demonstrate that daycare caregivers in this study exhibited a moderate and relatively consistent level of Organizational Citizenship Behavior. The results indicate that caregivers are generally willing to participate in discretionary behaviors that support colleagues and organizational functioning, although further opportunities remain for strengthening these behaviors. Given the collaborative and emotionally demanding nature of childcare work, OCB represents an important organizational resource for facilitating teamwork, maintaining positive interpersonal relationships, supporting organizational effectiveness, and potentially improving the quality of childcare services.

The findings therefore emphasize the importance of developing organizational environments that promote altruism, conscientiousness, courtesy, sportsmanship, civic virtue, peacekeeping, and cheerleading among caregivers. When these behaviors are supported by positive leadership and appropriate organizational conditions, daycare institutions may be better positioned to create cohesive caregiver teams and maintain high-quality childcare environments. Ultimately, strengthening OCB may benefit not only caregivers and daycare

organizations but also the children and families who depend on the quality, consistency, and responsiveness of childcare services.

Implications for Professional Commitment

The findings of this study indicate that Organizational Citizenship Behavior (OCB) can be viewed as an important manifestation of professional commitment among daycare caregivers. Professionalism in childcare should not be understood solely in terms of technical competencies, such as the ability to supervise children, facilitate learning activities, or maintain health and safety standards. It also encompasses attitudes, values, and behaviors that demonstrate responsibility toward children, colleagues, and the organization. In this context, OCB reflects a broader form of professional engagement because it involves discretionary actions that are not always formally required but contribute meaningfully to organizational effectiveness and service quality.

Caregivers who demonstrate OCB are more likely to assist coworkers voluntarily, share responsibilities, participate in organizational activities, maintain positive interpersonal relationships, and contribute to the achievement of institutional goals. These behaviors are particularly important in daycare environments because childcare activities require continuous coordination among caregivers. A caregiver who willingly supports a colleague during demanding situations, communicates important information, or helps resolve interpersonal problems contributes not only to smoother organizational functioning but also to the creation of a more stable and supportive environment for children.

The relationship between OCB and professional commitment is therefore important for understanding the quality of childcare services. Professional commitment involves an individual's willingness to uphold professional values, maintain high standards of responsibility, and contribute actively to the development of the organization in which they work. OCB provides a behavioral expression of such commitment because employees who are strongly engaged with their work are often willing to make contributions that extend beyond formally prescribed duties. These contributions can improve collaboration, strengthen trust among staff members, and enhance the overall effectiveness of childcare institutions.

This interpretation is consistent with Bogler and Somech (2004), who reported that Organizational Citizenship Behavior is closely associated with professional commitment and organizational

effectiveness in educational settings. Although their research was conducted within formal educational organizations, the underlying principle is also relevant to daycare institutions. Similar to teachers, daycare caregivers operate in relational and service-oriented environments where the quality of interaction among staff members can influence educational and developmental outcomes. Therefore, strengthening professional commitment among caregivers should involve not only the improvement of technical competencies but also the cultivation of positive organizational behaviors.

Professional development programs for daycare caregivers should consequently adopt a broader approach. Training should address childcare knowledge and practical caregiving skills while also developing interpersonal communication, teamwork, conflict management, emotional regulation, leadership, and organizational engagement. These competencies can help caregivers work more effectively in collaborative environments and respond constructively to the emotional and interpersonal demands associated with childcare work.

Organizations also play an important role in encouraging OCB. Vigoda-Gadot (2007) emphasized that employees who perceive organizational support and fairness are more likely to reciprocate through extra-role behaviors that benefit the organization. In daycare settings, this implies that caregivers may be more willing to help colleagues, participate in organizational initiatives, and demonstrate voluntary commitment when they feel respected, fairly treated, and supported by management. Therefore, institutional leaders should create working conditions that promote trust, recognition, fairness, and psychological safety. OCB should not simply be expected from caregivers; rather, organizations should establish conditions that make discretionary contributions more likely to emerge naturally.

Implications for Future Educator Development

Daycare caregivers represent an important component of the early childhood education workforce because their daily interactions with children contribute significantly to children's social, emotional, cognitive, and behavioral development. For many children, daycare caregivers are among the first educational figures encountered outside the family environment. Consequently, the attitudes and professional dispositions demonstrated by caregivers may influence children's early experiences of learning, social interaction, emotional support, and institutional life.

From this perspective, OCB among daycare caregivers may serve as an important foundation for future educator development. Behaviors such as helping others, demonstrating responsibility, maintaining harmonious relationships, supporting organizational goals, preventing conflict, and encouraging colleagues are not only relevant to daycare work but are also essential professional dispositions for teachers and educators. Educators are expected to work collaboratively, support institutional development, communicate effectively, and create environments that are conducive to learning. Therefore, strengthening OCB among daycare caregivers may contribute to the development of professional qualities that are transferable to broader educational roles.

Caregivers who consistently demonstrate altruism and cooperation may be better prepared to engage in collaborative teaching practices. Similarly, conscientious caregivers who demonstrate responsibility and adherence to organizational standards may develop stronger professional discipline. Courtesy and peacekeeping can support effective communication and conflict resolution, while civic virtue can encourage active involvement in institutional development. Cheerleading can also contribute to positive workplace climates by providing encouragement and reinforcing the contributions of colleagues. These dimensions collectively represent professional characteristics that are highly relevant to the work of future educators.

OCB may also contribute indirectly to children's developmental experiences. Positive collaboration among caregivers can create a more predictable, emotionally supportive, and well-coordinated caregiving environment. When staff members communicate effectively, support one another, and maintain constructive interpersonal relationships, children are more likely to experience consistent care and positive social models. Children may observe cooperation, empathy, mutual respect, and responsible behavior among adults, providing opportunities for social learning. Thus, OCB has potential significance beyond organizational outcomes because it may influence the social and emotional climate in which early childhood development takes place.

The relevance of OCB becomes even more significant in light of public concerns regarding violence, neglect, inappropriate caregiving practices, and inadequate supervision in some daycare institutions. Although OCB alone cannot prevent such problems, strengthening professional responsibility, mutual support, organizational

engagement, and interpersonal accountability may contribute to safer and more child-centered institutional environments. Caregivers who are attentive to organizational well-being and willing to support colleagues may be better positioned to identify problems, communicate concerns, and contribute to collective efforts to protect children's interests.

Therefore, educator development should place greater emphasis on professional dispositions alongside knowledge and technical skills. The preparation of future educators should encourage a sense of collective responsibility, commitment to institutional goals, willingness to cooperate, and sensitivity to the well-being of others. These qualities are particularly important in early childhood education, where educators' interpersonal behaviors strongly influence the emotional and developmental environment experienced by children.

Academic Contribution

This study contributes to the growing literature on Organizational Citizenship Behavior by extending its application to daycare caregivers, a population that has received relatively limited scholarly attention compared with employees in corporate organizations, schools, universities, and other formal institutions. Much of the existing OCB literature has focused on organizational effectiveness, employee performance, leadership, commitment, and job satisfaction in conventional workplaces. By examining OCB among daycare caregivers, this study broadens the empirical context in which citizenship behavior can be understood.

The findings suggest that OCB is relevant not only in formal educational institutions but also in childcare environments where cooperation, emotional support, interpersonal sensitivity, and collective responsibility are essential components of service quality. This extension is theoretically meaningful because daycare institutions combine characteristics of educational, caregiving, and service organizations. Caregivers must simultaneously respond to children's developmental needs, communicate with families, coordinate with colleagues, and comply with organizational procedures.

This study also contributes by highlighting the relevance of multiple OCB dimensions, including altruism, conscientiousness, courtesy, sportsmanship, civic virtue, peacekeeping, and cheerleading, in understanding caregiver behavior. These dimensions provide a broader framework for examining how discretionary behavior can

strengthen teamwork, workplace climate, and organizational effectiveness within childcare institutions. The findings may therefore provide a foundation for future research examining OCB as a predictor or outcome of important organizational and educational variables.

Limitations and Directions for Future Research

Despite its contributions, this study has several limitations. First, the descriptive research design limits the ability to explain the factors that influence OCB or determine causal relationships between OCB and other variables. The findings describe the level of OCB among daycare caregivers but do not establish why particular caregivers demonstrate higher or lower levels of citizenship behavior.

Second, the study relied on self-reported responses, which may be affected by social desirability bias. Caregivers may provide responses that reflect socially expected behaviors rather than their actual workplace practices. Future studies could therefore incorporate multiple sources of data, including supervisor evaluations, peer assessments, interviews, and direct observations.

Future research may also examine predictors of OCB, including leadership style, organizational support, job satisfaction, professional commitment, emotional intelligence, workload, psychological well-being, and organizational justice. Additionally, researchers could investigate whether OCB is associated with caregiver performance, teamwork quality, employee retention, childcare quality, parental satisfaction, and children's developmental outcomes. Longitudinal and mixed-method studies may provide a more comprehensive understanding of how OCB develops over time and how organizational conditions shape citizenship behavior among daycare caregivers.

CONCLUSION

This study examined OCB among daycare caregivers in Central Java Province, Indonesia. The findings indicate that caregivers generally demonstrate a moderate level of OCB, suggesting the presence of positive discretionary behaviors that support organizational effectiveness and service quality. In childcare settings, OCB plays an important role in fostering collaboration, maintaining positive workplace relationships, and supporting organizational goals beyond formal job responsibilities. The findings further suggest that OCB may contribute to professional commitment and the development of future educators. Therefore, daycare institutions should strengthen organizational

culture, professional development opportunities, and institutional support systems to encourage positive organizational behaviors among caregivers.

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